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NATURAL HISTORY.

The time is probably very far distant when the elements of the various departments of natural history will be taught in all the schools. The best educators everywhere have long urged the importance of studying *things* before *names*. There are no objects of greater interest or importance than those in the midst of which the Creator has placed us. Every child is fond of natural objects; and, in this fact, have we not a hint as to the true course to be pursued? Is it not our duty to teach him how to look at and examine these things, and show what may be learned from them?

Suppose the object be a crystal of quartz, the most abundant of all minerals. Let each member of the class examine it carefully, and point out everything observed, however simple it may be. Then let other crystals of the same substance be brought forward, and compared with the first, and with one another, and the resemblances and differences carefully noted, and the same stated by the pupils as best they can in their own words. All the members of the class soon learn the general form in which quartz crystallizes, and that all the crystals of this substance have essentially the same form, however much, at first sight, they appear to differ. And here we need not hesitate to call our crystals a six-sided prism, terminated with a six-sided pyramid; for, with the specimen in

hand, we can give a clear idea of both these terms. And it is always better to explain a technical term perfectly, and then use it before our pupils, than to try to get around, or avoid it. If we have conducted our exercise properly so far, we have given a lesson in mineralogy, geometry, and language, at the same time, and accomplished far more in each than if we had attempted to teach only one thing.

We may now proceed to inform our class, that the sand upon the beach and in the hills, and the sandstone in the quarry, and the white pebbles in the brooks, and the flint in the chalk are just the same in substance as the beautifully formed crystals which they have been examining. And we may show them specimens of the beautiful amethyst and chalcedony, and agate, and cornelian, and onyx, and sardonyx, and make them acquainted with the fact that these are only varieties of quartz. Some simple experiments may be performed to show that all these varieties possess some properties in common. They are all hard, cannot be cut with a knife; their sharp edges will scratch glass, and they are not affected by the common acids.

We may now inquire what quartz is good for; and call upon the pupils to mention any use that they think could be made of it. When once an interest is awakened in this direction, we may inform them that all varieties of glass are made mainly from quartz. And here the uses of glass may be enumerated, and specimens of the different kinds shown and explained. Quartz is also used in the manufacture of sandpaper, and masons put it into mortar, and the optician cuts clear specimens into slices, and polishes them, as aids to the human eye, and the jeweller uses the finer varieties for various useful and ornamental purposes.

We should also explain to our class that quartz is essential to the healthful growth of all grasses and grains — those plants upon which the higher animals and man are dependent for sustenance.

And thus we may study all the common minerals, and, I believe, with great profit. First, we should study the appearance of the mineral under its various forms, noticing its more obvious properties; then study its uses in the arts, and find out, so far as possible, the office it performs in the great economy of nature. Of course, such lessons cannot be given without the aid of specimens;

and this leads me to say that I believe the time has fully come when we ought to have, in all our schoolrooms, neatly-arranged and labelled specimens of all the common minerals and rocks; and not only such collections, but collections illustrative of other departments of natural history — botany and zoölogy. We need these collections as much as we need charts, globes, geometric blocks — important as they are — or even books; far more than we need books in the primary schools; for the elements of natural history should be taught, I believe, before reading, or arithmetic, or geography, or, better still, before the alphabet itself, at least, in connection with the alphabet, as is done in some of the best schools in the world.

True, it will require preparation on the part of the teacher who would give these little first lessons in natural history; but just such preparation as any true teacher will gladly make when she sees the great importance of teaching these subjects.

Suppose a plant is to be examined. We should, if possible, notice the locality of the plant, see whether the land is high or low, wet or dry, whether the situation is exposed or sheltered; observe whether the plant is thrifty. For further examination, it is best that every member have a specimen in hand; then each part should be carefully scrutinized, the form and peculiarities of the root, stem, leaves and leaf-stalks, and the blossom, and fruit, if it exist. Let it be made specially important to notice everything that can possibly be seen. After this, cause the plant to be put aside, and require the members of the class to describe it. Ask who can see it, although the plant is not before them. Require the pupils to try to draw an outline of the plant. Speak of the uses of the plant, and dwell upon the uses of plants in general, explaining the relations they hold to animals. Let other plants be examined in the same way, and compared with the first, and with one another, and their resemblances and differences carefully noted, and stated by the pupils, as far as they are able. Call attention to the structure of the stems of plants. The pupils will be interested to learn that plants, whose stems exhibit three distinct parts, pith in the center, bark outside, and wood or woody substance between the two. Send out branches, have leaves with net veins, and bear seeds composed of two parts or lobes; and that such plants constitute one great

group of the vegetable kingdom, known as exogens or outside growers. And we may explain to them, that either a piece of the stem, or a leaf, or even a seed is enough to show whether the plant is an exogen. Such are all trees and shrubs, and nearly all the herbs with net-veined leaves. We must also show them that plants whose stems do not exhibit distinct layers of pith, wood, and bark, but whose woody fibre is distributed through the stem, as in the corn-stalk, do not send off branches, and they bear leaves with parallel veins, and produce seeds with only one lobe or seed leaf. Such are the palms, the grasses, and grains. Thus we may go on making our generalizations as fast as we have made our pupils efficiently acquainted with the facts upon which our generalizations are based.

Animals may be studied much in the same way as minerals and plants. The first lessons in zoölogy should never be given from the book, but from those animals nearest at hand. What an interesting and important lesson might be given from the domestic animals if we would direct attention to their form, habits, uses, resemblances, and differences! What teacher cannot interest his pupils in the study of birds, in their forms, plumage, the time of their arrival from warmer climes, their manner of flight, their habits, and their sweet notes? And the frogs, turtles, snakes, and the like, should not be shunned. We can show our pupils that there is little cause for the prejudice against these forms of life. Let specimens of all the fishes in the brooks and ponds of the neighborhood be obtained, and examined. Notice the form, the colors, the arrangement of the fins, the scales, examining the latter through a lens; examine the head, the eyes, the teeth. Find out the habits of the different fishes, and talk with the pupils about the use of fishes. Give similar lessons about the insects, worms, and, if convenient to the sea-shore, about the shells, star-fishes, jelly-fishes, and sea-anemones found there. But, wherever we may be situated, there will be plenty of animals, in the study of which, we may interest the pupils.

After a time, we shall have little difficulty in showing, that, diversified as are the forms of animal life, there are only four distinct plans upon which animals are constructed. And pupils will be greatly interested to see that the human skeleton, the skeleton of a domestic animal, the skeleton of a bird, and the skeleton of a tur-

tle, are constructed upon exactly the same plan — that the arm of man, the leg of a deer, the paddle of a whale, the wing of a bat, the wing of a bird, the leg of a turtle, and the fin of a fish, do not differ from one another in their fundamental principles. This will give them a glimpse of the rich fields of inquiry and research which these studies are preparing them to enter. But I must stop with only a few words, for this article is already longer than was intended.

Setting aside, for the moment, the great fact, upon which space forbids that we should dwell, that the study of Natural History, in its various departments, is inseparably connected with the material prosperity of a country, is it right to allow the pupils to pass from the schools ignorant of the beauties and wonders which God has revealed in the pebble, the crystal, the gentle flowers, the leaves of the forest, and the myriad forms of animal life that dwell in the water, or wing their way through the air, or flit among the branches, or roam over the land? The volume of nature and the volume of revelation are man's great teachers; both are necessary for his perfect mental and moral development. When this truth is fully recognized and acted upon, natural history will take its true place in the schools.

Auburndale. S. T.

THE IMPORTANCE OF DRAWING.

The child first gains a knowledge of things. This knowledge comes through the sense of sight. These two plain facts are of the greatest importance to the teacher; and a question of equal importance is, how can the sense of sight be so cultivated as to enable the child to gain a correct knowledge of things?

When the child looks at an object, as a bird, his mind is affected, and when his mind is again affected in the same way, the child says that object is a bird. You ask him to describe that object, and, if he is apt, he will say, that the bird is white and black, that it has a head and body, that it is pretty, and can fly.

It is evident that the description given does not at all distinguish the bird in question from the other birds of creation, and no one would

be able to tell the same bird, though he should see it a hundred times; for very many birds are white and black; they have a head and body; they are beautiful and can fly. If the child be not apt, and very many are not, he will only say, "It 's a bird, and that 's all I know about it." As the last child fails to give a description, he has no knowledge which he can communicate; and, while the first child has given a vague description, he is no better off, for he cannot communicate his knowledge in such a way as to make himself understood.

The case supposed is not irrational. It is one which applies not only to children, but to men and women. The truth is that the eye does not dwell upon objects in detail. Both the mind and the eye have been inactive, and the observer was in a passive state when the bird was before him.

To describe a bird, we must know not only that it is white and black, but we must know where it is white, and where it is black. Neither is it enough to know that it is white upon the neck; for many other birds are white in the same place. We must know what part of the neck is white, whether it is white from the head to the middle of the neck, whether it is white from the middle of the neck to the shoulders, whether it is white beneath, or on top, on the right side or on the left, whether the white spot is round or square, and whether it is large or small. Neither is it enough to know its color. Its size, motion, mode of living, and first, though last named, and the most important, its *form*, must be known.

We will not diverge from this subject to show that practical knowledge is the only kind of knowledge which is of any consequence to the child; nor to show that knowledge is most practical when it can be well communicated; for these are facts conceded by every mind. The question proposed is, how can the child best gain a knowledge of things; how can he gain a practical knowledge of *form*, which is the prime property of things upon which all other properties must be based?

What words can you use which will give the child an idea of the form of the head of a bird? The words do not exist, nor can they be made. The form must be seen, not heard. The sense of hearing is not the one to which the teacher can appeal in communicating a knowledge of form, but he must appeal to the sense of

sight. The thing itself must be presented, and the teacher can say to the child, Here is the bird, and you can see the form for yourself. But the child will still look at the bird as a whole, and his idea of form is vague and cannot be communicated. If the teacher takes the bird, and points out the many lines which mark the form, the child will confess that he has never before noticed those beautiful lines.

He now begins to observe, and the teacher has the satisfaction of seeing the eyes of his pupil sparkle with intelligence. When the teacher succeeds in opening the eyes of the child, so that he can see things as they are, when he can see trees as trees, and not as "men walking," both the child and teacher have gained a victory, and the former can begin to examine things for himself.

We see, then, that to give direction to the eye, each line which enters into form must be pointed out, and dwelt upon in detail. But even this method is insufficient, and if no other means are employed, the child will fail. A single look at the lines will not so affect the mind that a similar state of mind can be re-produced. The child will not remember the form. And when he is asked what is the line which forms the boundary of the upper portion of the head, he will be forced to make that foolish reply, — "I know, but I can't think," — which means, "I thought I knew, but see that I am mistaken."

Memory depends upon conception; and the question, whether the child shall have any conception at all or not, depends upon whether he has had a vivid and prolonged perception. The child, in giving a mere glance at form, has neither a vivid, nor a prolonged perception; and hence it becomes necessary for the teacher to introduce some means by which the perception shall be made of such a character that the child will be able to remember.

The best means of accomplishing this object is to place in his hands a pencil, and tell him to make a picture of the thing. Before he will be able to make the lines, he must look at them, the first, the second, and the third time. He will have to analyze the lines; to ponder long upon the changes in each curve; and, before he can take his eyes from the thing itself to draw the lines, the perception must necessarily be strong enough to give a vivid conception. After he has drawn a line, he must look at it again, the first, the

second, and the third time, to see whether the line he has drawn is correct.

It is obvious that this practice gives to the child both a vivid and a prolonged perception. It trains the eye; it develops the power of conception; it strengthens the memory. Not only is the mind made vigorous by exercise, but the child has a kind of knowledge which he can communicate to a fellow child by producing a picture of the thing itself. The knowledge gained is practical; and one of the ends of education is attained.

The old-fashioned way of compelling a child to learn the alphabet by standing with his toes to a crack, glancing from A to &, while he is thinking of apples and marbles in his pocket, has now gone, for the most part, into disrepute, because experience has demonstrated that the child can learn the alphabet in less time by making the letters for himself. Our leading educators have become convinced that a child should not be taught even to read by gazing at the composition of another, and uttering words to which he can attach no meaning; but that he should write his own reading lessons, and use only those words which he can apply to objects seen, and actions understood. A reason urged in favor of this method of teaching is, that the child becomes interested in his work. Teachers know that, when they can engage the interest of their pupils, more than half their work is done, while, if they fail to excite the interest and fix the attention, no progress can be made.

The child is active in his habits. He is not content to stand and look at objects which have no charm. It is difficult to fix his attention long enough upon two trees to convince him that one is a maple, and the other an elm. He is not even content to study the form of flowers; but will fasten them to his button-holes, and toss them in the air, until they fade and die. But place before him a picture, and he will study it long and earnestly, and ask you "what is this," and "who is that," until you tire of answering his questions. Place in his hands a slate and pencil, and he will be more anxious for your assistance in helping him to imitate the pictures which are before him, than you before were anxious to fix his attention upon things which you wished to have him learn. Let the child amuse himself with his crude marks, and he will develop his own eye, and train his own muscle, so that he will

excel his teacher in pointing out the differences which distinguish tree from tree, and bird from bird.

I remember with pain the punishment which I received for making a picture the first season that I attended the Primary School. The result of that discouragement was, that, at the age of sixteen, my marks were rude and undefined; the house was still drawn with only one side, with the outside doors in the upper story, with no possible means of entrance from below, and with the chimney in front, the same as it was drawn at the age of four, and for which I was rewarded with the teacher's lash.

The last reason which I urge in favor of teaching children to draw is, that it makes them better men and women. I will not base the argument upon the high ground that it refines the sensibility and cultivates the taste, but upon the lower ground that it makes them more practical and observing. A man with his eye trained to distinguish form and color, and to appreciate the beauty visible in the least of Nature's works, will not travel from Boston to Albany, and tell his family, upon his return, that he has been through a miserable country, in which there is nothing worth looking at. Women, too, will be willing to go out of doors, and breathe God's pure air, without being drawn by the allurements of a wedding, or by the desire to know the latest style worn by the Princess who graces the imperial throne of France. Our young ladies, too, will pursue drawing as an art, and not be content with daubing a single landscape, and then deceive themselves with the idea that they are accomplished. Train the eye and cultivate the taste of our young men, and refined intercourse will be sufficiently attractive to keep them from discoursing upon coarser themes.

If drawing makes children more observing and practical, if it creates within them an interest in their work, if it secures that first requisite to the success of the teacher, attention, let it be taught as one of the required studies in the Primary School. Children love to draw. It is their nature to imitate. They become restless, unless they can do that for which they have a taste. When the great Creator made the nature of the child what it is, he knew what he was about; and the teacher should pause long before he attempts to crush that nature, and to implant within the child those false tastes which belong to our grandsires. P. M. S.

HAS PURELY INTELLECTUAL CULTURE A TENDENCY TO PROMOTE GOOD MORALS?

In the discussion of this question, much depends upon the definition given to the term "good morals," which here seems to signify the system and practice of the duties of men in their social character.

To this question three answers may be given:

1. That purely intellectual culture tends to immorality.

2. That it is neutral in its character, exerting no positive influence in either direction.

3. That purely intellectual culture does tend to promote good morals.

I. The theory that purely intellectual culture is demoralizing, has found able and earnest advocates. As ignorance has been regarded as the mother of devotion, so learning has been stigmatized as the parent of pride, sophistry, infidelity, and immorality. But the experience of the world has proved that ignorance is the mother of superstition, rather than devotion, and it is only philosophy, falsely so called, — philosophy perverted, — that tends to scepticism, diffuses error, encourages immorality, and upholds systems of wrong and oppression.

True, learning may become a splendid implement of evil, and it has often been made to minister to man's corrupt desires. But what may not be perverted to evil? It is no more a fault of learning, than it is of Christianity, that each has been leagued with tyranny, distorted into superstition, and allied to cant or to heartless formalism. It is not the fault of poetry that the muse has pandered to our worst passions, as well as inspired our highest and noblest emotions. It involves no just condemnation of music, that its voluptuous strains have contributed to the excitements of revelry or riot, or its clarion tones provoked the atrocities of war, as effectually as its plaintive harmonies have quickened the aspirations of faith, and the raptures of praise.

II. Is intellectual culture a mere neutral thing, having no influence upon morals?

Education is a power, a formative and controlling power, and,

even when addressed purely to the intellect, reaches beyond that, and in some degree affects the whole complex nature, physical and moral, as well as mental. True culture of the mind invigorates even the body, and conduces to health, makes the blood course, in stronger currents, through the system, enlarges the brain, erects the form, softens the features, brightens the eye, animates the countenance, and dignifies the whole person. So also it penetrates within and reaches the heart, influencing the passions, quickening the natural desires of the soul, appealing to the sensibilities, and disciplining the will. The mind is a unit, and, however we may analyze and subdivide its powers, we cannot address and develop any one faculty independently. They are so interlaced that the right culture of any one in some measure quickens and develops others also. When, for example, the teacher seeks to train the eye to the close and exhaustive study of objects, he is at the same time — however unconsciously — educating the faculties of conception, memory, imagination, and reason. For these clear perceptions are the source of distinct conceptions, of accurate remembrances, and by their varied combinations — of all beautiful ideals. Such accurate perceptions of the qualities of individual objects prepare pupils to trace the resemblances and difference of things, and thus early lead to the important exercise of comparison and classification and the discipline of the reflective faculties. So, between the mental and moral nature, there is a certain connection — not indeed so close and necessary as that now traced between the different intellectual faculties, but still an intimate and vital relation, and reciprocation of influence, which cannot be severed or interrupted without doing violence to our whole nature.

The question now under consideration is not — whether Intellectual Culture is sufficient to secure good morals, but whether it has *any tendency* in that direction. In illustration of our position, we confidently affirm that even purely physical culture has a tendency to promote good morals. A great portion of the vice which afflicts the world, comes from physical causes; from sloth, and consequent idleness, want and destitution on the one hand, and voluptuousness, luxury, and intemperance on the other. When self-induced, as is so commonly the case, it may well be said, in the words of Horace Mann: "A disordered stomach is an abomina-

tion to the Lord, as truly as lying lips." A cold heart and a dull head may often be traced to repletion, and fasting may sometimes be as good a prescription for the mind as for the soul. As vice enervates the body, so physical ailments enfeeble and derange the mind, and mar and deface, if not vitiate and debase, the character.

Irritability, moroseness, misanthropy, despair, and selfishness, are often confirmed, if not caused, by diseases, which proper regimen and exercise would have prevented. Who can doubt, that the general adoption of *some measure* of the rigid training and simple fare of the professed pugilist, would remove a frightful mass of immorality and misery from the community? Much as we abhor the brutalities and atrocities of the ring, the "Champion of the World" may, unwittingly, become the benefactor of men, if we learn from him the value and self-denying methods of physical training, and its important results in the different directions of health, strength, endurance, agility, and courage.

A great advance in morals will mark the era in which men understand that health is a duty, as well as a privilege, and that they wrong their conscience, as well as their constitution, when they violate the laws of hygiene.

III. This subject will appear in a clearer light if we speak not only of general tendencies, but specify in what particulars Intellectual Culture is favorable to Good Morals.

1. It tends to raise one above the region of sensuality, and the pursuit of low and grovelling pleasures, and fosters a taste for higher employments and enjoyments. Culture does not prevent all vices, but its tendency is to ameliorate the character and condition of men, and raise them from the depths of barbarism and savageness, to the higher plane of civilization, checking the coarser vices, and inspiring men with nobler aims and aspirations.

2. Intellectual Culture tends to free the mind from superstition and narrow prejudice. Truth is the basis of morality, while error and bigotry must ever be unfavorable to virtue.

3. Intellectual Culture stimulates and energizes the mind, and gives it a new and exhilarating life and higher power, while it quickens the currents of life in the body itself. Energy of mind ministers to strength of the body, while physical health and vigor conduce to activity of mind, decision of character, and force of will.

4. Intellectual Culture increases the *incentives* to activity, and proffers rich and precious advantages as the rewards of scholarship. It greatly multiplies our sources of rational enjoyment. Earnest, intellectual effort — especially when stimulated by success, brings its own sweet satisfaction, and high peculiar joy. The true scholar finds a conscious pleasure in study, and makes his intensest "work a play." Whatever tends to inspire joy, gratitude, faith, hope, high aspiration, and unwearied earnestness, must be favorable to morality.

5. Intellectual Culture opens new *fields of activity*, as well as furnishes higher incentives to exertion. To the scholar, nature is no longer a sealed book. New beauties attract his eye, new voices fill his ear, new proofs of wisdom, power, and goodness touch his heart. He feels a new responsiveness to all around him, and now all objects, all science, all literature, allure him to study, and stimulate the love of learning, and heighten the joy of acquisition. Now, as idleness leads to vice and crime, whatever tends to activity and industry, especially to fixed habits of study, must be favorable to morality. Intellectual stagnation tends to moral degeneracy, as truly idleness leads to vice and crime. Whatever benumbs the body, or stupefies the mind, or supersedes thought, must be unfavorable to virtue. When the teacher awakens the dormant powers of a neglected or wayward child, and so stimulates his mind, that the pleasure of acquisition, or the desire of knowledge, shall supplant or prevent the craving for low pleasures and vicious associates, and implants a genuine literary taste, an appropriate self-respect, and a consciousness of power, temptations certainly are diminished, if motives to virtue are not proportionably increased. A becoming pride of character, the love of books, an earnest desire for self-improvement, and the enjoyment of pure and cultivated society, may often restrain the young from the excitements of revelry and vice, or the allurements of the gaming table.

6. Intellectual culture tends to create an ardent love of truth. It trains and habituates the mind to the discovery, appreciation, uses, and defence of the truth. Genuine love of truth is near akin to loyalty to duty, for clear intellectual perceptions favor nice moral discriminations, and aid in the comprehension of obligation, in perceiving and feeling the attractions of virtue, the repulsion of vice,

and the sanctions of duty. Truth is the natural nutriment both of the mind and heart, and all truth, rightly viewed, leads the soul to virtue and to God. Truth awakens the sluggish mind to a consciousness of its higher and immortal nature, and kindles irrepressible aspirations after knowledge. Truth is the atmosphere and life of the soul, which is as clearly designed and adapted to the attainment and enjoyment of truth, as the eye is fitted for the light, or the ear for sound. Right culture directly favors precision of thought, and scrupulous exactness of statement. Habits of accuracy, even in the minutest matters of study, or description, are both the fruit, and the test, of true scholarship, as they are also the product and the proof of high-toned morality.

But while purely Intellectual Culture is favorable to good morals, it cannot furnish adequate security against vice and crime. There is no *necessary* connection between knowledge and virtue. The intellect should not usurp the place of the conscience. It may enlighten, but it cannot vitalize, that highest of all our powers — intellectual and moral — that august faculty, which, more than all others, distinguishes man from the brute creation, and constitutes the dignity of his being, the God-like element of his nature, for it is "the voice of God in the human soul."

It would be a great and fatal mistake to make Intellectual Culture alone the basis of morality. A system of morals, resting on this foundation alone, is a building upon the sand. There is no danger of over-estimating the importance of mental training, if only the culture of the heart holds always the first place. To divorce them, would be unnatural, and suicidal. Were it possible to secure this unnatural separation, and could we have but one, unquestionably moral training is more important than intellectual. But so far from there being any opposition between the two, they are the compliments of a perfect whole. Each mutually quickens and invigorates the other. For its fullest development and efficiency, the intellect needs the aid of the conscience, and the highest achievements of the mind will not be effected, when the soul is dark and debased. Moral culture has a tendency both to awaken and sustain mental activity, — while moral degeneracy induces a dimness of intellectual vision, and sometimes a perfect palsy of the mental powers.

B. G. N.

PHYSICAL CULTURE.

BY DIO LEWIS, M. D.

REQUESTED to prepare a few thoughts on physical culture, for the *Massachusetts Teacher*, and having but an hour to perform the task, it occurs to me that any general discussion of the topic would prove unprofitable. Besides, teachers, who are the principal readers of this journal, need nothing upon the importance and general bearings of the subject.

Every thoughtful observer is oppressed with the conviction that the first great need of the American people is physical development. The question, on every hand, is not, "Ought something to be done?" but, "What can be done?"

Those who are most painfully conscious of the absence of muscle and vigor, and who have most resolutely determined a correction of the evil, have found themselves grievously disappointed in pursuit of the means. The saddle is good, but only within reach of a favored few, and not quite free from danger. Walking, and running, boating, base ball, cricket, and football, are all good, but practicable only upon a few days in the year, and for the most part not adapted to women. In brief, our climate makes in-door exercises indispensable. We must have gymnasia. Every one feeling the need of more muscle instinctively turns to the gymnasium. And what does he find? A large, coarse, bare room, with sundry ladders, bars, poles, and swings!

I will not remark upon the cruel selfishness involved in the establishment of these gymnasia, from which women, who are dying for such care, are practically excluded; but I will say, that their exclusion has crippled every gymnasium in the country.

Whenever a series of dancing-parties shall succeed without women, then a gymnasium will prosper in their absence. Moved by the enthusiasm attendant upon a novelty, and by a conviction of duty, men may continue, for a time, to prosecute the good work, but soon both these impulses lose their power, and the gymnasium is deserted. *A mingling of the sexes is the first condition of enduring success.* Without this, I am confident, we shall continue to fail. The two sexes, thus intermingled, cannot use the bars, poles,

ladders, swings, etc. This apparatus ought, therefore, to be excluded. There are many conclusive physiological reasons to justify the abandonment of this machinery. But these reasons are more or less technical, while that I have mentioned will be appreciated by all.

Besides, with these fixtures, it is very difficult to exercise in large classes, which is, at present, a great *desideratum*.

Again, those who most need gymnastics are fat ones, and persons of soft, feeble muscles. These, as well as all quite young persons, and all advanced in years, are quite excluded from institutions where the apparatus, of which we speak, is in vogue. Even though it were possible for such persons to work through and succeed, if left alone, the constant presence of young men, with fine muscles and splendid achievements, will be sure to drive away weak and fat ones from very shame and humiliation.

But, beside these, and many other objections, I have to urge that the exercises in connection with the machinery in these German gymnasia, are not sufficiently amusing. You never hear a hearty shout of laughter except in case of some ludicrous blunder; neither is it possible to evoke that exhilarating competition which characterizes all our popular national games. Now, the new system of gymnastics, as established at West Newton, and which will be opened in the large military hall, No. 20 Essex street, Boston, in a few days, has more than two hundred exercises, in which the two sexes can mingle in the most delightful way, and nearly every one of which brings out the most exciting emulation, and almost constant shouts of laughter. I think I may say that, of the one hundred and twenty ladies and gentlemen members of the West Newton gymnasium, who have been in constant attendance now nearly three months, every one is more interested and fascinated than during the first week; every one laughs and shouts more than at first; and it will so continue for ten years. The strongest man, and the feeblest woman, standing side by side, both equally interested, have each what is adapted to their respective strength and endurance.

As you will remember, I had the pleasure to present a few illustrations of the new system before the "American Institute of Instruction," the other day, at its annual gathering in Tremont Temple. Knowing that a very large number of your readers were

present to witness these illustrations, I shall take the liberty to reserve, for your next issue, and for a more leisure hour, a description of twenty exercises, more or less, which are very happily adapted to domestic and school use.

Before closing, permit me to express an opinion, the result of an experience vastly wider and larger than of any other person in America in these matters, that the most unhappy mistake we have made thus far in matters gymnastic, is in the weight of the apparatus employed. It is only a long-practised gymnast who should exert himself to the utmost in lifting, or other heavy feats. It is very doubtful if lifting is *ever* a good exercise. It is most clearly unfavorable to that grace, agility, and flexibility, so much more desirable than mere lifting power.

Horses that carry or draw great weights become heavy and ungraceful in their style. If we would fit horses for the race-course, or for carriage service, we are careful not to compromise their spirit, speed, and style, by heavy loads. And, in breaking the colts, how careful we are to avoid all heavy exercises! He who would fit a horse for any thing but the slowest mud cart, by making him lift or draw his last pound, would certainly receive very little patronage in the business of educating these useful animals.

I have not time, just now, for the further discussion of this point, but will allude to it again in your next number. Allow me to give a few Laws of Health, of nearly universal application:

1st. *Give yourself an hour or two, every day, for happy, laughing games.* NOTHING MORE IMPORTANT.

2d. Sit, stand, and walk erect, that your heart and lungs, liver and stomach, may have room to perform their vital functions. This is very important.

3d. Retire and rise early, sleep in fresh air, on beds that are daily sunned and aired, and bathe *every morning*, on rising, in cold water.

4th. Never trust your appetite in regard to quantity of food, unless you are sure the appetite has nothing morbid in it. Chocolate and black tea are the best warm drinks.

I am well aware there is nothing new in these laws; but, like many of the fundamentals in morals, they will bear frequent repetition.

Resident Editor's Department.

AMERICAN INSTITUTE OF INSTRUCTION.

THIRTY-FIRST ANNUAL MEETING. BOSTON, TUESDAY, AUGUST 21.

THE AMERICAN INSTITUTE OF INSTRUCTION commenced its annual session at Tremont Temple. The Institute was called to order at quarter past three o'clock, by the President, D. B. Hagar, Esq., of Jamaica Plain.

Prayer was offered by Rev. Dr. Lothrop of Boston.

The Secretary, B. W. Putnam of Boston, then read the proceedings of the last annual meeting, which was held at New Bedford.

Mayor Lincoln then made a welcome address as follows:

MAYOR LINCOLN'S WELCOME ADDRESS.

MR. PRESIDENT, LADIES AND GENTLEMEN: It is my present official duty, in behalf of the citizens of Boston, to bid you, one and all, a most cordial welcome to this scene of your deliberations.

In the history of our good city, we have had many examples of the inauguration of institutions designed to promote the public welfare; but none has higher claims upon our regard, or has wielded a more important influence, than this association, which, after many meetings in different sections of our country, has again assembled as at first, within our own borders. I suppose it will be universally admitted, by those who are cognizant of the facts, that the period of its existence marks an important and golden era in the annals of education in this country. Its annual assemblies have, in some measure, been both the cause and effects of that intellectual progress, which has so distinguished the last thirty years. This occasion is one which must suggest to some of your number, whom I see around me, the most pleasant reminiscences of the past, and encourage the more hopeful prospects for the future.

I apprehend that but few are present who participated in its first meetings. Many of the earlier friends of the institution have gone to their reward; but it is pleasant to know that there are others who have taken their places, fired by the same noble zeal, and equally earnest in the same great cause. This convention is unlike many other assemblies which occasionally meet in this city. You are engaged in a holy and honorable cause. There is none more important which can engage the attention of intelligent men or women. No mercenary schemes of pecuniary profit or political ambition have drawn you together; no selfish aggrandizement of place or power do you covet; but you are here simply to consult upon the highest good of the thousands of youth who have been committed to your care, and in the result of whose training rest, in the providence of God, the destinies of the Republic.

I need not remind you that the cause of sound learning has ever been an important interest in Boston. Our system of free public schools has ever been a cherished object with the public of this metropolis. Education was one of the first

topics which engaged the attention of the founders of the colony. It has grown with our growth and strengthened with our strength. It has never ceased to have a strong hold in the affections of the people, and is as prosperous now as in any previous period of our history. In no part of the world is the Teacher more respected, his talents better appreciated, or does his labors meet with a more abundant reward.

I understand that you have assembled here from all sections of our common country. May we not trust that the cause in which you are engaged may serve to cement still stronger the bond of the Union of these States, and that the result of your deliberations will have no inconsiderable influence in continuing to us the blessings which we now enjoy as a free, intelligent, and happy people.

Mr. Hagar, the President, then responded as follows:

MR. HAGAR'S ADDRESS.

MR. MAYOR: For the generous welcome which you, in behalf of the city of Boston, have been pleased to extend to the members of the American Institute of Instruction, we return our most grateful acknowledgments. We thank you for your liberal offer of those public and private hospitalities for which Boston and its citizens are so justly renowned, and especially do we thank you for this distinguished recognition of the character and usefulness of our honored association.

Just thirty years ago the Institute had its birth in Boston. Here it spent a vigorous and promising youth, and then, like many a young Bostonian, went forth to seek its fortune. Its success has, we believe, done no dishonor to the place of its origin; and now, after nineteen years of prosperous sojourning in other cities, it comes back, like an affectionate child, to the old homestead. It expected a parental welcome, and, in that welcome, it now gratefully delights.

If now it be asked, "What, during these thirty years — this lifetime of a generation — have been the objects of the Institute? — what has it accomplished?" we answer: Its grand objects have been these: First, to awaken the public mind to the vast importance of the proper education of the young; to diffuse right views in regard to the kind of education demanded by the best interests of our country, and so to reach the judgments and hearts of the people as to secure the erection of suitable school edifices, the supply of necessary school equipments, and, above all, the employment of liberally paid and thoroughly competent school instructors. Secondly, to elevate the standard of personal character and scholastic attainments to be reached by teachers; to give them high conceptions of the responsibilities they assume; to show them how to instruct, and how to govern; to establish among them sentiments of equality and fraternity; and to inspire them with love for their calling, and a profound conviction that the work of the true teacher is respectable, dignified, and honorable.

Such have been the chief objects of the Institute. How far it has succeeded in their accomplishment, it is impossible precisely to state. But that it has not labored in vain, its valuable publications, its many crowded conventions, its acknowledged influence in the advancement of schools in all their interests, and the united evidence of all who have observed its course, abundantly testify.

Cherishing the same objects as heretofore, we, as members of the Institute, have convened in your city. We deem it a privilege, an honor, to meet here.

To be officially welcomed by a city preëminent for its moral and social culture, for its unsurpassed educational institutions, its munificent charities, and for the general intelligence and learning of its people, is, indeed, an honor which we cannot fail to appreciate, and the bestowal of which commands our profoundest gratitude.

In return for this honor, we can only again offer you and your fellow citizens our sincere thanks, and invite you and them to partake of such intellectual entertainment as shall be placed before us during our present convention.

Addressing the Institute, the President gave a brief history of the association. A meeting was called on the fifteenth of March, 1830, in this city, to hear reports

from schools, lyceums, etc. At that convention, a committee was appointed to prepare a constitution for an annual educational meeting, which has since been known as the American Institute of Instruction. At that first meeting, thirty years ago, more than two hundred teachers assembled, coming from fifteen of the then twenty-four States; and that in a day of no railroads, or expresses, or telegraphs, except those of horse-power speed.

During the existence of this Institute, there have been delivered at its meetings, three hundred and one lectures, most of which have been published by the association.

The subject of establishing schools for the special training of teachers received the early attention of the Institute, and the first Normal School was established in Massachusetts.

Up to the year 1838, the meetings of the Institute were not open to the public. Since that period, the lectures and discussions have been free to all. In 1836, an enthusiastic gentleman, fearful, as he said, that the country would soon be overrun by the emancipated colored race of the Southern States, offered a resolution urging the teachers to be lenient with this unfortunate class. The resolution was laid upon the table, and the fears of the gentleman seem no nearer a realization, than they did a quarter of a century ago.

In the audience to-day are several venerable teachers who took part in the organization of the Institute thirty years since. Among these, I observe Father Greenleaf of Bradford; Nathan Metcalf, George B. Emerson, Samuel Tolman of Boston; Samuel Pettes of Roxbury; and William D. Swan of Dorchester. Among those who have held offices for several years, William D. Ticknor, Esq., of this city, who has been treasurer of the association for twenty-four years, stands at the head of the list.

The Report of the Directors was read by the President, accepted, and ordered to be printed.

After the usual committees had been appointed, the discussion of the question for the day, "Is it expedient to make Calisthenics and Gymnastics a part of School Training?" was opened by Mr. T. W. Valentine of Williamsburg, N. Y.

The time was, he said, when, in the education of a child, it was deemed only necessary to store the mind with purely intellectual matter; but now it is the custom of nearly all teachers to develop the body and the mind also. Physical education had almost entirely been lost sight of, and moral education, he was almost obliged to say, had been accidental. When he asked teachers what they taught in their schools, they generally replied: All the common branches, anatomy, physiology, the sciences, and so forth; but never thought of physical education. He thought that children were kept too long in school, and restrained too much from their plays; that the school seemed more to them like a prison-house than a place to obtain knowledge. He did not wonder that so many grew up deformed and unhealthy. The Creator designed that all should be good-looking; and, if proper care were taken in their early training, they would be able to glorify him in body as in mind. The gymnasia of ancient time were often corrupt; for their trainings had reference to purposes of the battle-field. The "muscle men" of the present age, of whom Heenan, the "Hittite" was the head, had not accomplished a very good end; but they had, at any rate, showed the necessity of physical training for the attainment of physical endurance. He then gave a description of the system of discipline adopted in his school, and related some instances showing its beneficial effect. The girls, he said, needed a different kind of exercise from boys; for

they were not out of doors so much as the boys. Much trouble was experienced by him; and he had no doubt that it was also by other teachers, in the fact of the girls not speaking loud enough. They seem to have the idea that it is not polite; but very ungenteel.

Prof. Phelps of Trenton, N. J., desired to know of the previous speaker the details of his gymnasium.

Mr. Valentine complied with the request. He used dumb bells, poles, cross-bars, weights, ladders, etc. He thought it necessary to have an exclusive teacher in this department of education. In his own school, he instructed some two hundred at a time.

Rev. Mr. Northrop of Saxonville, said that a gentleman was present, who had given this subject special attention, and desired that he might be heard from.

Dr. Lewis of Newton, responded. He said that he excluded bars, clubs, and almost all the usual gymnastic apparatus. He disbelieved in every thing that did not cause fun. He had a gymnasium in the vicinity, and was about to propose to have a committee of the Institute to visit it. The speaker had found his system to work admirably among the insane. If he might characterize his system, he said, it consisted of a variety of positions; not so much in lifting great weights, as in rapidity in evolution.

Mr. Sheldon of West Newton, said he had been a pupil of Dr. Lewis, and he had been growing young every day since.

Mr. Northrop moved that a committee of six be appointed to witness the exhibition of Dr. Lewis's pupils; and also to devote a half hour of the session of the Institute to an illustration of his theory.

Mr. Greenleaf of Brighton, who commenced teaching in 1835, said that he always found that those were the best scholars who took the most exercise. He thought it all folly to lead a life of indolence. He had himself walked three miles to learn the multiplication table. He closed by urging attention to cultivating the muscle — sawing wood, or splitting it, as some of our politicians do rails.

A committee, consisting of ladies and gentlemen, was chosen to visit the gymnasium of Dr. Lewis.

Adjourned.

EVENING SESSION.

The Institute came to order shortly before eight o'clock; previous to which a fine performance was given on the organ.

The President read a circular in relation to a statue of HORACE MANN, to be erected in front of the Statehouse.

Hon. George S. Boutwell, Secretary of the Board of Education, spoke briefly in favor of the project. The statue was not necessary to the reputation of Mr. Mann — for that was secured — but as a tribute to one who so much honored learning.

The President then introduced Mr. Felton, President of Harvard College, as the lecturer of the evening. In doing so, he took occasion to state that, thirty years ago, the same distinguished gentleman delivered an address before the Institute — its first anniversary — on "Classical Learning."

The subject of the lecture was "The State of Education in Greece." The lecturer called attention to the history of the Greek race, and then spoke of their literature, which has come down from Homer to our time in an unbroken descent.

He gave several amusing illustrations, contrasting the ancient and modern Greek, and the changes that have occurred, comparing it with some of the changes in the English language since the time of Chaucer.

He exhibited a programme of a course of studies in a Greek university, where the lectures commence at six o'clock in the morning.

The lecture was listened to with great attention throughout.

At nine o'clock, the meeting adjourned to the Music Hall, and were entertained with music by the Gilmore Band, and speeches by Dr. Lothrop, Mr. Hagar, and Prof. Phelps of New Jersey.

SECOND DAY. MORNING SESSION.

The meeting was opened at 9 A. M., with prayer by the Rev. A. H. Quint of Jamaica Plain. The first business was a report from the committee appointed yesterday to visit the gymnasium of Dr. Lewis, which was presented by L. Richards, Esq., of Washington. It expressed the entire approbation of this system of physical training, for its simplicity and easy introduction into any school, with little expense, and with the best of physical results.

DR. LEWIS'S GYMNASTICS.

Dr. Lewis was now called upon to exhibit some of the movements employed in his system of physical exercises. He first called up one of his pupils, a young man who was sent to him six months since in a state of such feebleness, that it was feared he would soon die of consumption, but who now appears healthy, and possessed of a well-developed body. This person gave an exhibition of the exercises with clubs. The doctor remarked that the interest of the pupils was maintained by the great precision with which these movements were required to be made.

Next, sixteen gentlemen were called from the audience to form a class for the exhibition of some of the simple exercises. These were arranged in two rows, of eight in each, facing each other, and required to remove their coats. About twenty little bags of beans, of some ten inches square, and two-thirds filled, were brought upon the platform, and the two classes were required each to pass these bags up and back, from head to foot and return, and see which could do it in the shortest time. This proved to be a very exciting and amusing exercise. It was varied by tossing the bags across from one class to the other, causing them to pass very rapidly. Next, three persons were selected from the class to stand in the form of a triangle, and toss three bags to each other; then two persons to toss three bags, keeping one in the air all the time. After some weeks of practice in tossing the bags, rubber balls are substituted, when the exercise becomes more active and thorough.

An armful of round sticks, about three feet in length, and of the size of a broom-handle, were brought upon the platform, and each gentleman directed to take one, and imitate the movements of one of Dr. L.'s pupils, who was introduced as a leader. Next came movements of the head, neck, shoulders, arms, and legs. During all these exercises, there was much merriment among the actors, as well as amusement for the audience.

Dr. Lewis remarked that this system embraced two hundred and twenty-five movements, adapted to exercise all parts of the body, and that many of them are especially designed for children. He recommended running for children, as it is

an excellent exercise for the development of their lungs, and this is of the utmost importance to secure a proper circulation of the blood, and a healthy growth of the body.

He would introduce walking and running exercises into all schools, and it could easily be done without fitting up any other places than those already supplied by the playgrounds or yards. Let the children walk once around the yard, briskly, in order; and then run once around; then walk twice around, and run once; then run around twice, and walk once; then let ten run around three times; then ten others, while the first ten rests; and so on, continually changing, so as to keep up the interest. He would also have wooden dumb-bells, each weighing about half a pound, for all the pupils, and drill them, in classes, to use them.

The following resolution was unanimously adopted:

Resolved, That the members of this Institute have this morning witnessed, with great pleasure and interest, the exercise in gymnastics, under the direction of Dr. Lewis, and that we believe it eminently worthy of general introduction into all our schools, and into general use.

After the adoption of the preceding resolution, the subject of calisthenics and gymnastics was again taken up for discussion.

Dr. Wellington said that the system, as here presented by Dr. Lewis, differed in principle from the scientific system of Dr. Ling of Sweden, in one particular, that of rapid instead of slow movements. He (Dr. W.) had observed the Swedish system, as practised by the brothers, Drs. Taylors, in New York, who are the only persons in this country that are carrying out fully the scientific system of medical gymnastics as developed by Dr. Ling, and he regarded it of great importance that teachers should understand the leading features of this system. However, he would endorse the exercises employed by Dr. Lewis as the best he had ever seen for introduction into Common Schools.

Dr. Lewis added that he approved and employed the slow movements for invalids and feeble children, but light and rapid ones for well persons. He commended the playing of ball and cricket for physical exercise.

Dr. Gregory, of the Female Medical College of this city, called the attention of teachers to the importance of having this subject directed by science.

Over two hours were spent in witnessing the gymnastic exercises, and in the discussion of physical training, and it enlisted the most earnest attention of the large assembly. It was regarded as one of the most important and practically valuable subjects which has come before the meetings of this Institute. Indeed, no previous presentation of this subject before any of our educational meetings has been at all comparable with this of to-day. Before the subject was dismissed, Dr. Lewis volunteered to furnish information to teachers who desired to introduce calisthenics and gymnastics into their schools, if they will address him at the Bank of the Republic, Boston, Mass.

The last hour of the morning session was occupied by Professor E. L. Youmans of New York, in delivering an interesting and able lecture, entitled "*The Masquerade of the Elements.*" He discoursed chiefly upon the chemical elements, and of the rapid progress of the science of chemistry. He defined all physical science as the result of observation and experiment. He described the discovery of phosphorus, and showed some of its relations to the action of the brain, in connecting mind with matter.

As no synopsis can do justice to the lecture, we refer our readers to the official documents of the Institute, where the lecture will be published.

Several notices and invitations to visit institutions in Boston were then read, and the invitations were accepted with thanks.

Adjourned.

AFTERNOON SESSION.

The convention met at 3½ o'clock.

LECTURE BY PROFESSOR ANGELL.

Prof. James R. Angell was introduced as lecturer. He said that he should speak as a citizen rather than an instructor. His subject was the Relation of Education to Labor — a proper theme, he thought, for such a State as Massachusetts, and for a city like Boston. He spoke of the hindrances in the way of the joint progress of learning and labor, and mentioned the attractions which large cities possess for the young. They heard of the enormous salaries which were paid in the large towns, but they did not dream of the enormous cost of living; they heard, too, of the rich prizes which were obtained in mercantile pursuits, but they did not learn, until it was too late, that for every prize that was drawn there were ninety-nine blanks. He discussed at some length the conservative element of education — for education was conservative as well as stimulating. It was the duty of teachers to develop this element. They could show the child that he had something higher than mere sensuality to live for — show him that God has some earnest work for him — that he can do something better than become the mere adjunct of a cane and a beard. Spirit and courage were worth more than mere muscle for many merely physical purposes. When the stalwart Russians crossed bayonets with the lithe Englishmen, they were always swept from the field. And it was because the Englishman carried a brain in his skull and heart in his breast. Education, in and of itself, never made a man lazy. The scholar is no longer a monk. He does not immure himself in a convent, but rejoices that he is a man. Their studies are no longer directed to the establishment of pre-existing theories, but to more practical purposes. Learning and labor ought ever to walk hand in hand. He closed his address by calling attention to the duty of teachers to promote the fraternal relations of labor and learning.

After an intermission of five minutes, the question, "*Has purely Intellectual Culture a tendency to promote Good Morals?*" was announced for discussion.

Hon. G. S. Boutwell discussed and defined the nature of the intellectual and moral faculties, showing a direct relation between them, and argued briefly the affirmative of the question.

Prof. Phelps of New Jersey, said he would define good morals to consist in *right willing;* but he believed in no code of morals that is not founded upon the revealed word of God. Purely intellectual culture enables us to discern the laws and principles of matter and mind, and thus help us in *willing right.* The sciences, when properly studied, give us higher and nobler conceptions of God, and thus tend to promote good morals. He believed that some of the worst errors which the heart commits are induced by errors of judgment. However, he would not call that education which ignores direct efforts for moral and religious culture.

Rev. B. G. Northrop of Massachusetts, regarded education as a power which, when addressed purely to the intellect, reaches beyond and improves the body, the eye, and the ear, and also penetrates the heart, influencing the passions, and cultivating the sensibilities. Intellectual culture has a tendency to raise the mind above grovelling sensuality, and free it from superstition, to quicken and to energize the mind, to give it higher power, multiplying our sources of amusement and enjoy-

ment, to enlarge the sphere of our activities. It aids the mind in perceiving and feeling the attractions of virtue, and the hideousness of vice. Yet it cannot furnish any adequate security for good morals. The culture of conscience is of the utmost importance for this purpose, and moral culture improves the intellectual faculties in return. We give his remarks, in full, in this number.

Prof. N. Hedges of Newark, N. J., had not been convinced, by anything that had been said, that purely intellectual culture had any influence whatever upon morals — for good or ill. Our schools do not furnish exclusive intellectual training. He was at a loss to see that pure intellect would make a man more selfish, or less benevolent.

Mr. Ritchie of Roxbury, seemed disposed to take the negative view. He expressed the opinion that our school teachers, as a class, were too inexperienced to conduct our educational system. They only made teaching a stepping-stone to some other profession.

Hon. G. S. Boutwell added a few words, being incited thereto by an allusion to "Father" Peirce's statistics and essay upon the present subject. He said that carefully collected statistics, gathered in this State last year, showed that a vast majority of the inmates of our reformatory and penitential institutions had never had any thorough intellectual training. Adjourned.

EVENING SESSION.

The association was called to order shortly after 8 o'clock, Mr. J. D. Philbrick of Boston occupying the chair. That gentleman announced that Prof. Ormiston, who had been announced as the lecturer of the evening, had been unable to fulfil his engagement. He had the honor to announce, as his substitute, Hon. Francis Gillette of Hartford.

LECTURE BY MR. GILLETTE.

Mr. Gillette opened his address by an allusion to Crawford's group of statuary at Washington, and, in the fact that education stood last in the group, instead of next the first, he found a text for a discourse on the importance of education. The founders of our country regarded education as the only sure foundation of freedom. Mexico and the countries of South America, throwing off the Spanish yoke, smitten with admiration for our institutions, had copied to some extent our constitution and laws; and although they had had the grace and decency to abolish chattel slavery, they had forgotten to imitate our system of education, and they had failed. The speaker then asked the audience to look with him to the year 1900. Then those who were now teachers would be no more, and those who were scholars now would fill their places. They would be the presidents and senators of that time, if presidents and senators the country was then to have. Think of the influence which their training now would then have upon the condition of the country. Possibly it might be that Dr. Arnold, through his four thousand surviving scholars, exercised a more potent influence over England, than the queen mother herself, with her countless satellites, and her navies and armies thundering round the world. To educate a child was, in fact, a greater work than to govern a country. Such being the influence of teachers on the character and history of a people, it became an important question, what could school authorities do to elevate the character of the profession, and secure the best results! In this connection the speaker proceeded to note some of the qualities which are indispensable to the character of a true teacher. He should be an enthusiast in his profession, and he should understand what it is to educate a child; he should understand that it is something more than to sit lazily in his chair, stern and impressive as a Turk. Such were rather the Ichabod Cranes than the Thomas Arnolds. Next in importance to

an appreciation of his duties, the true teacher should be possessed of an enthusiasm and earnestness in the performance of his duties. Earnestness he considered the first, second, and third thing necessary in teaching, as action was the first, second, and third requisite in oratory. It had been said that eloquence was logic on fire; and teaching should be instruction on fire. He alluded to Dr. Arnold as a most illustrious example of a true teacher. In all the countries of Europe, an ability to excite interest and enthusiasm was held to be an indispensable qualification in a teacher. If he had not that power the teacher was supposed to have mistaken his profession. The teacher finds self-conquest necessary to his success. He must be master of himself in order to be master of the school. In conclusion, the lecturer made a summing up of the requirements of the teachers' profession.

After an announcement of the programme for to-day, the Convention adjourned.

THIRD DAY. MORNING SESSION.

The Institute was called to order at half past eight o'clock, and the minutes of the proceedings on Wednesday were read. Prayer was offered by Rev. Dr. McJilton of Baltimore.

Another illustration of Dr. Lewis's system of gymnastics was given by a number of his pupils, and some volunteers from the audience. The frequent applause and hearty cheers with which these exercises were greeted, were sufficient to attest the real interest in, and approval of, the system. Dr. Lewis closed this performance by urging on all the importance of having children play much in the sunshine and open air, of daily bathing, of eating less, and particularly animal food, and of standing, sitting, and walking erect.

A recess of five minutes was taken, after which followed a discussion on "The Proper Mode of Examining Schools, and of Reporting thereon."

Mr. A. P. Stone of Plymouth, thought the present system of examining schools was more or less defective. He objected to the too frequent practice of making examinations in the form of exhibitions, especially where direct preparation was made for them. Teachers and others should be careful to stick to the legitimate method — that is, the regular studies. He favored written rather than oral examinations. Favoritism, or partiality, should, by all means, be avoided.

Some of the objections to written examinations were answered. He regarded it as the best system yet devised for the education and discipline of scholars. The speaker alluded to people going to schools for the examination of the same, and who were totally unfit for the purpose, neither comprehending what they were about, the subject in hand, or the pupils. He had found, in his own schools, very excellent spellers; but who, on changing the exercises to writing the same words, were found to be very defective. The "cutting and drying" course of examination by teachers was properly condemned. To prevent this, committees and others should, at times, take the matter into their own hands. The marking of recitations was good in some respects; in others, defective. He closed by hoping that other gentlemen would give some light on reporting examinations.

Prof. Green of Brown University, called attention to a distinction which should be made between Public and Private Schools, and between oral and written examinations. The method of trying to prove great scholarship, by the number of replies to given answers, was thought to be wrong and deceptive. Schools should be examined often, thoroughly and kindly, and, before committees make their reports, they should understand every thing. Reports do very much towards establishing the character of schools.

Rev. Dr. McJilton made further remarks, which he concluded by giving the method of examination as pursued in Baltimore. He made special allusion to the Floating School in that city.

After a short recess, M. T. Brown, Esq., Superintendent of Public Schools in Toledo, Ohio, addressed the audience, in offering "Some Thoughts upon the Necessity of Education in a Free State, and a Consideration of some of the Dangers of Free Education." Adjourned.

AFTERNOON SESSION.

At the opening of the exercises, His Excellency Governor Banks, His Honor Lieutenant Governor Trask, and several members of the Executive Council, took their seats upon the platform, and were greeted with applause. Rev. A. H. Quint of Jamaica Plain, a member of the Massachusetts Board of Education, then gave an exceedingly interesting address on "The Province of Legislation in regard to Education."

After a short recess, the Institute proceeded to the choice of officers for the ensuing year, with the following result:

President — D. B. Hagar, Jamaica Plain.

Vice Presidents — Samuel Pettes, Roxbury; Barnard Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Madison, Wis.; William H. Wells, Chicago, Ill.; Alfred Greenleaf, Brooklyn, N. Y.; William D. Swan, Boston; Charles Northend, New Britain, Conn.; Samuel S. Green, Providence, R. I.; Ariel Parish, Springfield; Leander Wetherell, Boston; George B. Emerson, Boston; Daniel Leach, Providence, R. I.; Amos Perry, Providence, R. I.; Nathan Hedges, Newark, N. J.; William J. Adams, Boston; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thomas Sherwin, Boston; Jacob Batchelder, Salem; Elbridge Smith, Norwich, Conn.; George S. Boutwell, Groton; John Kingsbury, Providence, R. I.; George Allen, Jr., Boston; Charles Hammond, Groton; D. N. Camp, New Britain, Conn.; J. D. Philbrick, Boston; Joshua Bates, Boston; Anson Smyth, Columbus, O.; Alpheus Crosby, Salem; Ebenezer Hervey, New Bedford; B. G. Northrop, Framingham; George F. Phelps, New Haven, Conn.; John C. Pelton, San Francisco, Cal.; Henry E. Sawyer, Concord, N. H.; William F. Phelps, Trenton, N. J.; Bernard Mallon, Ga.; John G. Elliot, N. C.; R. S. Fielden, S. C.; J. Escabar, Mexico; E. P. Weston, Gorham, Me.; E. F. Strong, Bridgeport, Conn.

Recording Secretary — William E. Sheldon, West Newton.

Corresponding Secretaries — B. W. Putnam, Boston; John Kneeland, Roxbury.

Treasurer — William D. Ticknor, Boston.

Curators — Nathan Metcalf, Boston; Samuel Swan, Boston; J. E. Horr, Brookline.

Censors — William T. Adams, Boston; James A. Page, Boston; C. Goodwin Clark, Boston.

Counsellors — Daniel Mansfield, Cambridge; A. A. Gamwell, Providence, R. I.; Charles Hutchins, Boston; J. W. Allen, Norwich, Conn.; A. P. Stone, Plymouth; George N. Bigelow, Framingham; Richard Edwards, St. Louis, Mo.; Zuinglius Grover, Chicago, Ill.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield, Bangor, Me.; F. A. Sawyer, Charleston, S. C.; Moses T. Brown, Toledo, Ohio.

Mr. Hagar returned his thanks for the honor conferred upon him, and pledged his efforts in behalf of the interests of the Institute.

Mr. Brooks of Medford then addressed the Institute, in eulogy of the late Rev. Cyrus Peirce and his labors. He closed by reading the following resolutions:

Resolved, That, as members of the American Institute of Instruction, we remember with gratitude the solid and lasting services rendered to education by our late associate, Rev. Cyrus Peirce, the first Teacher of the first Normal School, established by law on this western continent. We bear our cheerful testimony, not only to his early and full appreciation of the phrase, — *as is the Teacher so is the School*, — but also to that sober good sense, that transparent sincerity, and that indomitable perseverance, by which the Normal School has become a fixed institution of our country.

Resolved, That, while we are grateful for his public labors, and his eminent success, we mourn that we shall see his face no more; yet we would be comforted in recalling his paternal gentleness and manly courage, his worldly wisdom, and his apostolic faith; and would conclude with hoping that the maxim of heart, — LIVE TO THE TRUTH, may become the sacred motto of every school.

Resolved, That a copy of these resolutions be sent, by our Secretary, to his respected widow.

Gov. Banks arose to second the motion. On stepping forward, he was received with warm applause. He spoke, in substance, as follows:

He had anticipated, in attending the session of the convention, the pleasure of listening to others, and not, under any circumstances that he should be called upon to address the chair or the assembly. Yet he should do injustice to himself did he not rise to second the resolutions which had been proposed in commemoration of the life, services, and virtues of Father Peirce. He thought that the results of school experience, his great energy and activity, have left their impress wherever he labored. He deserved to be commemorated; his memory should be cherished by those who had been benefitted by the educational system, not only of the State, of the country, but of the continent. He was the great promoter of the District School System, as well as the founder of the Normal Schools. He believed that there had been no greater advance in any age in educational philosophy than in that which gave to us our Normal Schools. And it was the highest compliment which could be paid by mortal men, that he was selected to conduct that system to success, against the prejudices of the age; and our common schools now were so many daily testimonials to the ability with which he had performed that duty. In conclusion, he expressed the hope that Mr. Peirce's example would ever be kept in view by the teachers of the country.

The resolutions were then adopted.

Professor Green of Brown University then paid a tribute to the worth of the late Dana P. Colburn, Principal of the Rhode Island Normal School, and closed by offering the following resolutions:

Whereas, During the past year a mysterious Providence has suddenly removed from the sphere of his earthly labors, in the prime of his usefulness, Mr. Dana P. Colburn, late Principal of the Rhode Island Normal School, and a member of this Association.

Resolved, That this Association deeply feel the irreparable loss sustained to the cause of popular instruction by the lamented death of this eminent educator.

Resolved, That we hereby express our high appreciation of the purity of his character, of his social virtues, his ardent devotion to the cause of popular education, his rare power of infusing his own enthusiasm into the minds of his pupils, his eminent ability and effective service, especially in the department of Normal School instruction, and in the Teachers' Institutes, and of his untiring effort to elevate the character and condition of our Public Schools.

Resolved, That a copy of these resolutions be forwarded, by the Secretary of this Institute to his afflicted mother.

Rev. Mr. Northrop seconded the resolutions, and spoke feelingly and eloquently upon the views and characteristics of the deceased.

The resolutions were then adopted.

The Institute then, at 6 o'clock, adjourned to 7 30.

EVENING SESSION.

The Convention was called to order at half past seven o'clock.

Mr. Ticknor, the Treasurer, presented his annual report, from which it appears, that the balance on hand at the commencement of the year, was $462 39. Received from new members, $25; from State of Massachusetts, $300; total, $787 39; expenses, $330 61; balance now on hand, $456 78. The report was accepted.

The announcement was made from the chair, that nearly one hundred new members had joined the society during the present session.

SPEECHES FROM REPRESENTATIVES FROM VARIOUS STATES.

The President then announced that he should call upon the orators of the evening — representatives from near a score of States — in order to respond for the several commonwealths. A five minutes' rule was established.

MAINE. — Mr. E. P. Weston, State Superintendent of Schools, began a geographical recitation as follows: Bounded by "way down east;" extent, large enough to take the Bay State on its lap, and leave room for all her New England sisters beside; climate, said to have nine months of winter, and very cold weather the rest of the year; productions, a hundred bushels of oats to the acre, and great men for the other States. Before he had finished, his five minutes being up, the president informed him that the rest of his lesson must be recited after school, whereupon he sat down amid shouts of laughter.

NEW HAMPSHIRE. — Mr. H. E. Sawyer stated that New Hampshire boys did not like to recite after school, and that he should begin at the end of the lesson. The cause of education is advancing, though not with railroad speed. There are teachers' associations for the State; the counties, and even towns, increasing appropriations for educational expenditures and libraries. The greatest need is more good teachers.

OHIO. — Mr. M. T. Brown, of Toledo, liked the five minutes' rule; by it, he would avoid being a bore. New England institutions had dotted Ohio, born o f the Nutmeg State. But the West was filling up with Germans, always the truest friends of popular education. He had found that people the best supporters of our free institutions; and he would say, Let them come! In relation to education, he thought Ohio's foundations were broader than those in the east.

MICHIGAN. — Mr. Ira Mayhew proceeded at once to statistics. The proceeds of the school lands have been $2,000,000. Annual taxes for education in the State, $500,000; total paid out for educational purposes each year is about $700,000, and 250,000 children receive instruction in the Public Schools. There are Union Schools established in villages, and the State has a free university.

ILLINOIS. — Prof Johnson of Chicago said: Although Illinois is a young State, she has accomplished much. In her villages are graded schools that would honor any of the older States in the Union. Their State, county, and town teachers' associations are doing much to elevate the teachers; yet still their greatest want is able teachers, men of backbone. It is said that Massachusetts is the best State for teachers to go from, and he would say that Illinois is the best State for teachers to go to.

Wisconsin. — Mr. Pickard, the State Superintendent of Schools, said that like all young people his State was full of hope and spirit, and it was progressing rapidly in educational matters. Some fourteen years ago the State was covered with *paper* universities and academies, each claiming to teach all the *ologies*. These have passed away. Seven years ago a state teachers' association was organized, with a broad constitution, admitting everybody who claimed any interest in education. On meeting the second year, they found in attendance *six teachers and eight book agents*. The constitution was changed so as to admit only actual teachers. This year about three hundred teachers attended the annual meeting of their state association. Wisconsin has liberal institutions. Beloit College, founded by Mrs. Sarah Hale of Newburyport, and Appleton University, founded by the munificence of a Boston merchant. He looked to the intermingling of races, so general in his State, as something to inspire hope. With a Barnard to lay out the ground, and teachers who were willing to work, they were bound to go ahead.

Iowa. — Rev. McHenry Locke stated that the people there believe Iowa to be the nearest to the centre of the world, and more beautifully located than any other state in the Union; a climate most healthful; those who have consumption have to leave the State for permission to die. They also claim more land to the acre than any other state, because of the great depth of her soil. *Paper* provisions are made on magnificent scale for public education in our State. We consulted the best educators at the east in forming our laws, and we claim to have the best; and what is better, we think our society the cream of the country and of all nations.

Kansas. — When no prompt response was made, some gentleman arose in the audience and said if he had a good Sharpe's rifle he could pick out a representative in the gallery; whereupon Mr. Edwards, the gentleman at whom that shot had been aimed, arose and said that he had supposed Kansas would be served as usual, left for the last and cut off at that.

South Carolina. — Mr. F. A. Sawyer of Charleston, responded. Massachusetts and South Carolina had often stood together, and he hoped they would again. However they might differ on other topics, those two States were united here. Carolina was not ashamed in matters of education to follow Massachusetts. The principal of every school in Charleston, and several of the assistants, were present at this convention. The speaker gave an account of the educational reform which commenced in Charleston four years ago. That reform was extending into other large towns.

North Carolina. — In response to the call for this state, Mr. Elliott, a veteran teacher stepped forward on the platform, amid rounds of applause. He said their school fund was small, because they were swindled out of the means provided for this purpose before the revolutionary war, and that event had a great influence in stirring up the people in that State, to engage in the war of American independence. Besides the State subsequently gave all her public lands to the State of Tennessee to liquidate her debts. Recently they have been struggling to build railroads. The State has four thousand schools, which are kept open, free, for three months each year. The money for their support is raised by county tax, and amounts to $1.35 for each pupil. Their school system had been without a head until six years ago, but there is now more progress.

MARYLAND. — Rev. Dr. McJilton of Baltimore responded. His State had no system of Common Schools; but it was the first to establish proper female High Schools, and the first to establish a Floating School. There were school systems in nearly all the counties. Maryland, too, had fought the question of the Bible in the schools, and had settled it, he believed, for all the States, and for all time. The State expends $800,000 annually for her schools, many of which are excellent. Baltimore spends $200,000.

PENNSYLVANIA. — Thomas H. Burrows, the State Superintendent of Schools, being called upon to stand up for the Keystone State, said he could say nothing in five minutes, about their 10,000 schools, and 15,000 teachers, or their 2,000,000 of children; so he concluded by inviting the American Institute of Instruction to come out of its shell, visit Pennsylvania with one of her meetings, learn a little geography, see the Dutch, and learn some of the humors of the people there. He promised to show a lively and jolly set of schoolmasters and schoolmarms, if the Institute would come to Pennsylvania

NEW JERSEY. — Prof. W. F. Phelps gave an account of the progress of the cause in that Commonwealth, and closed by promising that the Camden and Amboy monopoly would be wound up in nine years.

NEW YORK. — Mr. J. W. Bulkley, Superintendent of Schools in Brooklyn, was proud to say that the Teachers of New York were the first to form a purely State Teachers' Association, and a journal as the organ of the profession. Evening Schools were doing more than any thing else to Americanize the foreign population. They also had Saturday Normal Schools, which were of great advantage to teachers.

CONNECTICUT. — Mr. D. N. Camp, State Superintendent and Principal of the Normal School, had the pleasure and honor of representing the Nutmeg State. He made some humorous introductory remarks, which were received with applause, and then proceeded to speak enthusiastically of the excellent school system of that State.

RHODE ISLAND. — Prof. S. S. Greene, of Brown University, said, if his speech was to be gauged by the size of his State, it would be at an end before it hardly began. (Laughter.) Their schools, he said, were progressing. They were going to erect a monument on one of their hills, in memory of one of their old teachers, Roger Williams, whom Massachusetts sent over to Rhode Island more than two hundred years ago. We thank you for sending him to us, although we do not believe you deserve any credit for it.

CALIFORNIA. — Mr. J. C. Pelton spoke enthusiastically of the extent and climate of the State; but regretted that he could not speak so highly of the schools. Nevertheless, they were doing much with their New England system and teachers. There are about 1,000 schools in the State; in San Francisco, 31 schools, with 10,000 scholars,

GERMANY. — Other States were called, but, no responses being made, the president remarked that, as some people regarded Germany as the "coming State," he would introduce Mr. Mellen of Berlin in Prussia. He said, "I like my country so much as you do like your own country;" he believed it was worth our attention to

look at their system of compulsory education. He said, "We have not such large audiences at meetings for education, nor such universal interest in the education of the masses, as in America. I will go home to my country, and tell them that I have seen those go-a-head people in America, and tell them to go-a-head, too."

Mr. Weston of Maine was then called upon to finish his recitation, and was told to do it within three minutes. He proceeded to give an account of the educational system of the State.

Ex-Governor Boutwell was called upon to respond for Massachusetts. He ascribed the excellence of the educational system of Massachusetts to the character of its founders. He spoke particularly of the necessity of elevating the character of Primary Schools, in which direction the efforts of the educators of this State had recently been specially bent.

Mr. Northend of Connecticut offered a series of resolutions, thanking the City Council, the School Committee, superintendent, and teachers, the local committee of reception, citizens who have entertained members of the Institute, the railway companies, the lecturers, Dr. Lewis, and Mr. Putnam, the retiring Secretary. Mr. Bulkley of New York seconded the resolutions.

Mr. J. D. Philbrick thought that Boston ought to be heard on this occasion, and therefore he called upon Hon. George S. Hillard. He made an eloquent and beautiful speech, which was receieved with enthusiastic applause. Mr. Hillard alluded to Mr. Weston's claiming him for the State of Maine, and replied that he was caught there young and brought to Boston. He said he could speak only a few words on this occasion, but those were from the fulness of a full and warm heart and earnest love for the cause. You, teachers, have a right to feel proud of what you have done in the cause of education. I rejoice at the impulse which has been given at this meeting to the subject of physical training. There is still something for New England to learn from Germany in her domestic institutions. We need to learn how to get more domestic happiness. The people of New England are the most discontented of people. I would also like to have them borrow, from France, the power of extracting happiness from moderate fortunes.

One word to female teachers. I am too old for the language of mere gallantry, but allow me to say that I never find myself before an audience of female teachers without feeling my heart swell, as I think of their labors. Sweetly and gently are they plucking out the weeds of ignorance from the minds of the children of our land. All honor be to these female teachers! If earthly hands weave for you no laurels, heavenly hands are recording your names in glory. May the benedictions of these covering heavens fall on you like their dews.

PARTING WORDS.

The president now made a few appropriate parting words, after which the audience sang the doxology and adjourned.

FRIDAY FORENOON

was chiefly devoted to sight-seeing in and about Boston. For the convenience of strangers in this city of mazy streets, a printed list of the principal places of interest, with directions for reaching them, was distributed among those in attendance at the Institute; and, wherever charges were made for admission, a reduction of prices had been secured. In addition to this, ample provisions have been made for

a public entertainment by the city authorities. Each member of the Institute received a liberal piece of white pasteboard containing, in addition to the city's coat of arms, the following inscription:

CITY OF BOSTON.

The pleasure of your company, with ladies, is solicited at the Music hall, on Friday, August 24, 1860, at 3½ o'clock.

COMMITTEE OF ARRANGEMENTS.

Of the City Council. — Thomas C. Amory, Jr., J. Putnam Bradlee, Otis Clapp, James Riley, Ebenezer Atkins, Theophilus Burr, Jr., Justin Jones, Benjamin Pope.

Of the School Board. — S. K. Lothrop, J. Baxter Upham, Thomas M. Brewer, Farnum Plummer, Charles W. Slack.

At three o'clock, the bearers of these cards thronged the streets leading to the place of entertainment. On arriving there, about half past three, we found the galleries full, and hundreds standing upon the main floor, from which all the seats had been removed. A band was discoursing music from the platform, and around the sides of the room long tables were loaded with things pleasing to the eyes, and tempting to the palate, and an abundance to drink for all who desired nothing stronger than ice-water and good coffee.

After about an hour had been spent in social intercourse, interspersed with music by the band, Mayor Lincoln called the meeting to order. He said, although the thirty-first session of the American Institute of Instruction adjourned last evening, it has been deemed proper to meet to-day, not for heavy speeches, but to fire a few minute-guns, as a parting salute, and for social intercourse. For this purpose, you have been invited here to-day. The weather having been foggy, rainy, muggy, and muddy, during the week, his honor took the liberty to apologize for it, lest strangers might think it habitual in this latitude.

Short speeches were made by Messrs. Brown of Ohio, Boutwell of Massachusetts, and others, after which the guests were invited to partake of the bounteous refreshments which had been provided.

Gilmore's band again played finely. After some time had been passed at the tables, Mr. Plummer gave an invitation to such as would join in a dance. This was promptly accepted, and two hours, passed in this pleasant amusement, concluded the entertainment.

INTELLIGENCE.

MASSACHUSETTS. — Hon. Joseph White of Williamstown has been appointed Secretary of the Board of Education. —— From the Boston Auditor's Report for the financial year, 1859–60, we learn that the expenditures for schools amount to $373,668. This is the charge for maintenance, including the ordinary repairs of schoolhouses. The cost of new schoolhouses was $144,202. The total cost of all the schoolhouses owned by the city has been a little short of two millions, the annual interest of which may fairly be added to the cost of annual maintenance, making it nearly half a million of dollars.

According to the Report, each tax-payer may estimate, that, out of every two

dollars of tax paid by him, he has paid 42 cents for streets, 37 cents for schools, 32 cents for police, 16 cents for the correctional and charitable institutions, 13 cents for the fire department, 13 cents for health and quarantine, 8 cents for interest, 6 cents for the relief of the poor, 5 cents for the water works, 4 cents for salaries, 3 cents for sewers, the same for the library, 2 1-2 cents for public buildings, 1 1-2 cents for the improvement of the common, the same for the celebration of the Fourth of July, and 1 cent for printing and stationery; leaving 21 1-2 cents to pay for other things, none of which alone would amount to as much as a cent in this apportionment.

Mr. F. C. Smith, formerly principal of the East Braintree Grammar School, has been elected Superintendent of one of the Union Schools in Chillicothe, Ohio.

Died in Boston, August 5th, 1860, Miss Elizabeth Goodridge.

Miss Goodridge commenced teaching in Boston April 27th, 1839, in a Primary School, located on the corner of Washington and Pleasant Streets. In 1844, her School was removed to the Brimmer School Building, in Common Street, where she has continued to labor most successfully, till a short time before her death. We cheerfully republish the following just and beautiful tribute to her memory which appeared in the *Evening Transcript* soon after her death. This brief sketch of her character and worth, was written by a professional gentleman, who has had children for some years in Miss Goodridge's school, and who also, as a member of the School Committee, had favorable opportunity of becoming acquainted with her most excellent modes of government and instruction:

Death of a Model School-Mistress. — The announcement of the death of Miss Elizabeth Goodridge will cast a shade of sorrow over a large community among whom she was, for a long period, known as an affectionate friend and teacher. For nearly twenty-five years she taught one of the Primary Schools of this city, and it may be said with entire truth, that, among the very best of her calling, she had no superior. Her death is a public loss; for the city had no more faithful servant, and the influence she exerted over those whose good fortune it was to receive from her their first lessons, both in intellectual and moral development, was of such a nature as to cause the anxious inquiry, — By whom shall her place be filled?

The office of the Primary School teacher is, to the casual observer, a subordinate one — the elementary nature of the studies; the limited field, apparently, of labor; the unvarying round of studies, admitting, it would seem, of little in the way of that amplification or generalization, which the higher departments of teaching are capable of, under instructors of broad intellects, and endowed with a true appreciation of their vocation. But there is no greater mistake. As exemplified in the life and daily walks of the lamented subject of this notice, the order of things seemed to be reversed. It appeared as if the foundations were there laid, under her supervision, strong and solid, capable of bearing any superstructure which the after-life of the child might build. She taught excellently well. Precision was the first and the last aim. Precision in everything. But yet such was her mode of government no visible demonstration of force, or of any of the means employed in attaining her end, ever obtruded itself. It was as if the school went on by its own internal force.

Singularly fitted for her work, though frail in body, her health depending on the greatest care, she united to a naturally strong and reliant character, a manner of the most complete quiet and placidity. The children who came in contact with her, seldom found any opportunity for antagonism. They did not know they were governed. From the first day in school to their final departure, when the first class left to go under new teachers, the great lesson, constant, continual, and always presented to the child, was, that it is better to be good for goodness' sake. And this doctrine, so much held up, was inculcated so thoroughly, that punishment, inflicted by her, for disobedience and wrong doing, was of the rarest occurrence. She was a great teacher. For many years her school has been the favorite exemplar of our system in its best working condition, and from far and wide came visitors to watch the methods by which

such results were attained. But with all this success, she constantly felt how much there was yet undone. With every higher step gained, a new eminence higher still presented itself, and she bent herself anew to the work. There was no limit to her aim. Her only bound was, the utmost she could accomplish with the means at her disposal.

What good she has done, how much, and how far her influence over her pupils extended, to prepare them for their succeeding duties, can never be estimated. Her record lies in the past. Conscientiously, cheerfully, and devotedly, she gave herself to her work, till in the midst of health she was stricken down with disease. Her school was her existence, and although for a long time it was seen that she could never resume her position, her thoughts were with the pupils of her affection and her care. But her account is closed; she has gone to her rest. If the sympathy of parents, for the good done to the children, the respect and esteem of those whose duty brought them into almost daily intercourse with her, and the love and affection which all who ever sat under her teaching bore her, can avail to soothe the grief of the mourners, surely a large measure of consolation remains. May the grass grow green over her grave, who, though dead, yet speaketh in the bright example she has left of the perfect teacher, and the remembrance of whose many excellences will endure as long as gratitude holds its place in the human breast.

VERMONT. — The State Teachers' Association adopted, during the last session, the following resolution,

Resolved, That, when qualifications are equal, and equal services are rendered, male and female Teachers should receive equal compensation.

From a report on the progress of Common Schools in the State, presented at this meeting, we learn that the whole number of children in the State is 89,000; of schools, 2,754; of teachers, 4,885. Average attendance, 47,000, or about 50 per cent. More than 17,000 have attended no school at all. Instances of tardiness, 890,000; cases of corporeal punishment, 9,882. Only 126 districts have a dictionary of any kind; 115 have globes; 310 have outline maps. Whole expense during the year, $405,000.

NEW HAMPSHIRE. — Mr. J. R. Varney has been elected Professor of Mathematics at Dartmouth College. Dr. Bond of Philadelphia, deceased during the past year, has bequeathed to this college, property amounting to from $15,000 to $20,000, for the increase of the library.

CONNECTICUT. — The corporation of Yale College have elected Prof. Elias Loomis, of the New York University, to the Chair of Natural Philosophy and Astronomy, made vacant by the death of Prof. Olmstead.

NEW YORK. — The city of Syracuse furnishes not only mineral, but also educational, salt, in employing the most experienced teachers in the primary rooms, and paying them a commensurate price. The Superintendent of the Public Schools says, in his last report:

Teachers no longer try to graduate out of the Primary Schools; and the superior instruction there given is improving every department of the schools, and introducing new and better systems of instruction throughout. A system operating so beneficially cannot be other than permanent, and, if any changes are made, they must increase, rather than diminish, the encouragement now given to primary teachers.

PENNSYLVANIA. — The teachers who met in convention at Greensburg seem to have spent their time very profitably. The attendance has been respectable, in number and in kind; the president and the executive committee did their work smoothly and promptly; the papers presented are spoken of as having been good, and to the point, and an excellent spirit seems to have prevailed throughout the

proceedings. Only two defects are mentioned, in the *Pennsylvania School Journal.* "There was not discussion enough; only two topics — those of co-education, and compulsory attendance, — being regularly, but not very fully, debated. This was mostly the fault of the society itself. Still, if more time had been left unoccupied for discussion, enough persons were there to protract it, and render it instructive and interesting. The other mistake, we think, was the employment of a professional lecturer, on a topic not strictly educational, though, we were told, most interesting. We question the propriety of going out of the profession for this kind of service, and of paying for it." An effort is made, by the school authorities of the State, to secure the best teachers. The loose methods of examination, until now tolerated, on account of the difficulty of procuring a sufficient number of qualified teachers, are to be dispensed with, and teachers, in each country district, are to be strictly examined, in the presence of the local superintendents.

Wisconsin. — An interesting historical sketch of the State Teachers' Association, was presented by a committee, at the last annual session of that body. The Wisconsin *Journal of Education* is now free from debt, and has a fair prospect for the future. Its annual income, till the close of the fourth volume, was, from State subscription, $3,087; advertising, $425; individual subscriptions, $142; and after paying all debts, there remains a balance on hand of $752. Hon. Henry Barnard announces a series of sixteen teachers' institutes, which will be held during the ensuing fall and winter.

Alabama. — From the Report of the School Commissioners, of the city and county of Mobile, we learn that the Public Schools are prosperous within and without. The average attendance of 72 boys and 40 girls, in 1854, has risen to 174 boys, and 143 girls, the last year. "In the real improvements in the modes of imparting instruction, and in all that constitutes solid efficiency, these schools have kept fully up with the times." A great drawback, however, is the irregular attendance. During the last year, out of 458 pupils, 341 withdrew previous to the final examinations; and generally only about one quarter of the pupils remain to complete their studies.

Chili. — A report made to the Congress now in session, shows that, in all the educational establishments of the country, the six conventional schools in Santiago, there are 3,978 pupils receiving preparatory instruction, and 336 students in professional and scientific branches. In 46 private schools throughout the republic, 2,256 girls are educated. The total number of children at present receiving instruction, is as follows: In government schools, 23,882; in municipal schools 4,241; in private schools, 10,131; and in conventional schools, 1,398 — making in all, 39,659.

Michigan. — The Twenty-third Annual Report of the Superintendent of Public Instruction, for the Year 1859, bears testimony that the educational affairs of Michigan are in a healthful and prosperous condition. At the University, there are three departments now in full operation: that of Science, Literature, and the Arts; the Medical and the Law Department. The first has 17 professors, assistants, and instructors; the second, 6; and the third, 3. The Report of the Committee upon Admission of Females to the University concludes thus:

The regents themselves, and even our committee, are divided on the question;

and we therefore think it wise, under all the circumstances, to agree and report, that, at present, it is inexpedient to introduce this plan into the university. The petition of the young ladies for admission to the university, however humble in form, may be regarded as a protest against the partiality of the State in providing so amply for the education of young men in every form, and neglecting to provide for the higher education of the gentler sex; and it is not easy to see why this protest is not just. We believe that all concede that it is so. The State itself would not like to be told that it had deliberately decided that it is under obligation to educate the youth of one sex and not of the other, and there would probably be no difference of opinion upon the question, "Is the State bound to make equal provision for the education of both sexes?"

We therefore beg leave, in conclusion, to suggest, that we think it would be well for the State, in some suitable way, to provide for the higher education of young ladies, and thus relieve itself from the opprobrium of longer neglecting the higher education of its daughters, while it has so abundantly provided for the education of its sons.

Of the large number of colleges and academies which have been chartered in past years, but few remain; because the Public School system is gaining favor throughout the State. There were, in September last year, 3,968 school districts, and 237,541 children in the State. Several thousands of the latter attended no school during the year. Number of teachers, 7,228; 2,324 males, and 4,904 females; teachers' wages, $435,321.

The Legislature of 1859 passed a law, according to which the proceeds of the school tax shall be apportioned to the districts in which they were collected, instead of being distributed in proportion to the number of school children in the respective districts. Consequently, the rural districts, with small schools, but large territories, get more money than they need, while less populous village districts do not receive enough. The Superintendent says:

There is doubtless a popular feeling that each district is entitled to receive what it pays; in other words, to have the proceeds of its own taxes. It would only go one step further, with the same principle, to give back, to each tax-payer, what he contributes. But if the property of the district may be taxed to pay for the education of the children of the district, without regard to parentage, the property of the town may be taxed for the education of the children in the town without regard to the particular district in which they happen to reside. Perhaps no plan of distribution can be devised which will work well in all districts, and bear heavily in none. Evidently, that plan should be adopted which will, in general, afford the most equal support to all the schools.

Over fifty districts in the State have now Graded Schools. There are, at present, 187 township libraries, with 59,530 volumes, and 350 district libraries, with 83,978 volumes. Under the library law of 1859, and after advertising for proposals, a contract was made with F. Raymond, in Detroit, who puts the selected books in strong and durable bindings. The list embraces 500 different volumes, and the prices range from 25 to 35 per cent. below ordinary prices. Ten teachers' institutes were held during the year, and 1,242 teachers were in attendance.

Mr. John M. Gregory, the Superintendent, closes his report with "General Remarks," part of which we would copy gladly, were we not checked by the limit of our pages.

Sandwich Islands. — The Honolulu *Polynesian* publishes a table of statistics, showing the educational and social progress of the Island during the last fifteen years. The common free schools, which, in 1845, numbered 640, with about

20,000 scholars, have fallen, in fifteen years, to 289 schools, and 8,628 scholars, a diminution of 351 schools, and 11,327 scholars. The causes of this decrease are accounted for as follows: First, the decrease in the population, amounting to 25,788 in the twelve years that are reported, or 30 per cent. of the population of 1847; second, that, of late years, less of adult youth attend schools than formerly; and third, that, when the schools lost their sectarian character, many Protestant and Catholic small schools were emerged together in one or more large ones. The statistics further show marriages within the same period, not including the years 1848–49–50–55, 17,218. Births not including the years 1845–46–47–50, 16,504. Deaths, not including the years 1845–46–47–50, 32,011.

PHOTOGRAPHY. — Teachers, who desire to obtain good Photographs or Ambrotypes, will please see advertisement of G. H. Loomis, in this number of the *Teacher*. The pictures from this gallery *speak* for themselves.

NEW BOOK STORE. — Teachers will find a new Book Store, at Nos. 37 and 39 Brattle Street, and will be well repaid for a half hour spent in examining the shelves and show cases, with the polite attentions of Messrs. Cook and Clark. Bartholomew's popular Drawing Cards are published here.

THE advertisements of this number, will be interesting and useful to many of our readers. Barry's History of Massachusetts, deserves more than a passing notice in our pages. Lowe's Patent Printing Press, which has been on exhibition at our office for several weeks, has attracted the attention of teachers from several States, and several principals of large schools will make an effort to procure one for their scholars.

MR. A. M. GAY, former Resident Editor of the *Massachusetts Teacher*, has resigned his situation as Principal of the High School at Charlestown, and will open a Ladies' School at Pemberton Square, Boston. Rev. George Gannett's School for young ladies has been reopened. By invitation, we visited this school in its new location, and found it superior in many respects to any private school in Boston, with which we are acquainted. The Dwight Girls' School has been removed to the new edifice on Northampton Street. This building, recently completed, has been called the "Everett School," and was dedicated on September 17th, where occasional addresses were made by Edward Everett, Mayor Lincoln, R. C. Winthrop, President Felton, Rev. Dr. Putnam, and othes. Aaron V. Hathaway, Principal of the Medford Classical School, died in September. Hundreds of young men throughout the country will sincerely mourn his death.

BOOK NOTICES.

A SCHOOL RECORD: designed for keeping a simple but exact Record of Attendance, Deportment, and Scholarship. By J. L. TRACY. New York: A. S. Barnes & Burr.

NATIONAL SCHOOL DIARY. New York: A. S. Barnes & Burr. 1860.
Useful to teachers.

First Lessons in Latin. A Series of Exercises, Analytical and Synthetical, in Latin Syntax. By N. C. Brooks, LL.D., President of the Baltimore Female College. Revised edition. New York: A. S. Barnes & Burr. 1860.

A neat little work containing the leading principles of the Latin Grammar. It will be very useful to pupils, when studied under the directing influence of an experienced teacher.

Treatise on Book-Keeping. By Lyman Preston. New York: Collins & Brother. 1860.

This is a new stereotyped edition of a work which, in past years, has won merited fame. Those who know the book need only be told that this forty-sixth edition has been revised, improved, and considerably enlarged. To others, who do not know it, we can give the assurance that it excels in the treatment of the Equation of Payments, and is equal to the best similar publications, as far as quantity and quality of matter, arrangement, and style are concerned.

An Introduction to Natural Philosophy: designed as a Text-book for the Use of Students in College. By Denison Olmsted, LL.D. Revised by E. S. Snell, Professor of Mathematics and Natural Philosophy in Amherst College. New York: Collins & Brother. 1860.

The revision of this well-known class-book was commenced by the author in the autumn of 1858, but, before he had finished the preliminary arrangements, sickness and death closed his earthly labors. Professor Snell, who had used this book for several years, and who, on application, had furnished the author with material which was deemed suitable for additions and amendments, was requested to make the needed revision, of which this volume is the result. The wood-cuts have been diminished, if not in number, partly in size; they are plain and well-selected. Facts and principles are stated, and propositions demonstrated, in briefer, yet more comprehensive, terms than they were presented before. Quite a number of statements, and solutions of practical questions, belonging properly to an elementary treatise, have been dropped entirely. The space thus gained has been used for additions to all the chapters, most extensively to those on Acoustics and Optics. The eighth chapter, on Electro-Magnetism, is entirely new, and presents a brief statement of the main principles of that branch of science, sufficient to enable the student to understand the explanation of the present system of telegraphy, and the application of the electro-magnetic force to the mechanic arts. If the old editions of this work had a reasonable claim to consideration and introduction, this new edition seems to have a right to such; and, with this conviction, we wish "God-speed" to the sale, and a faithful use of this work.

An Improved System of Geography. By Francis McNally. Designed for Schools, Academies, and Seminaries. National Geographical Series, No. 4. Revised and Enlarged Edition New York: A. S. Barnes & Burr, 1860.

This work compares well with similar publications. A pupil who has used Monteith's three preparatory geographical works, designed for the lower classes of graded schools, cannot fail to get all the information he desires, from McNally's book, and feel interested in geographical studies. Many new features, which, five years ago, made this geography perhaps "the best," have since been adopted by recent publications.

The Pulpit and Rostrum. No. 14. Success of our Republic; an Oration by Hon. Edward Everett, delivered in Boston, July 4, 1860. New York: H. H. Lloyd & Co.

THE RELATION OF THE SUNDAY SCHOOL TO THE CHURCH. An Address delivered before the State Convention of Massachusetts Sunday School Teachers at Worcester, June 13, 1860. By Rev. F. D. HUNTINGTON, D. D. Boston: Henry Hoyt.

BOOKS AND READING. A Lecture by W. P. ATKINSON. Published by request. Boston: Crosby, Nichols, Lee, & Co. 1860.

Both pamphlets will be read with interest.

PAPERS FOR THE TEACHER. First Series. F. C. BROWNELL: New York, 1860.

Hon. Henry Barnard, Agent of the Regents of Normal School, in Wisconsin, has issued this volume, containing valuable selections from his *American Journal of Education*. William Russell's treatise on "Intellectual Education" occupies 156 pages. President Thomas Hill's, D.D. "True Order of Studies" follows next, and is succeeded by Gideon F. Thayer's "Letters to a young Teacher." The last 83 pages contain a "Catechism on Methods of Teaching, from the German; Religious Instructions in Public Schools, by Dr. G. Burgess; Unconscious Fashion, by Dr. F. D. Huntington; Questions for the Examination of a School; and Topics for Discussion in Teachers' Meetings." H. Barnard offers this selection of gems to the teachers of Wisconsin on very liberal conditions. We hope that a large portion of this first edition may be retained by teachers in the East, so that our friends in the West may soon see a second issue.

GREEN'S ENGLISH GRAMMAR, adapted to the use of Schools and Academies. By SAMUEL S. GREENE, A.M. Philadelphia: H. Cowperthwait & Co.

The author's works on the English language are favorably known, and this new grammar we consider the best of his books, on account of its spirit, method, arrangement, and concise language.

SMITH'S NEW GEOGRAPHY, containing map questions interspersed with such facts as an observing tourist would notice, which are followed by a concise text and explanatory notes. Based on a combination of the analytical, synthetical, and comparative systems; designed to be simple and concise, but not dry; philosophical, yet practical. For the use of Common Schools in the United States and Canada. By ROSWELL C. SMITH, A.M., Author of various School books. Containing over one hundred maps of Religion, Government, Civilization, Races of Men, the Atlantic Ocean, Countries, Vicinities of Noted Cities, Outlines of Countries, Unequal Length of Day and Night, Rain, Winds, the Seasons, Isothermals, the Roman Empire, the Solar System, Railroads in the United States, Palestine in our Saviour's time, North Star, and Constellations near it. The whole forming a convenient and ready Manual for Families, Counting-Houses, and Travellers. Philadelphia: J. B. Lippincott & Co., 1860.

A long title, telling fully its own story. All we have to say is that this Geography is a novelty, and a choice one too. If we had to select to-day a geographical school book for our own use, we should choose this. For further information, we refer our readers to the advertising pages.